



English Language Proficiency Annual Measurable Achievement Objectives 2007-2008

INTERPRETIVE GUIDE

This document gives information on understanding Annual Measurable Achievement Objectives (AMAO) derived from data collected from the annual state-approved English language proficiency assessment, ACCESS for English Language Learners (ELLs), administered during the 2007-2008 school year. As required under Title III of the No Child Left Behind Act of 2001, each state must set AMAO or targets for cohorts of students designated Limited English Proficient (LEP).

Annual Measurable Achievement Objectives (AMAO)

Under Title III of No Child Left Behind (NCLB), each state must set AMAO or targets for cohorts of LEP students in:

- a. making progress in learning English according to state English Language Proficiency Standards;
- b. attaining English proficiency as measured by a valid and reliable English language proficiency assessment; and,
- c. making adequate yearly progress (AYP) on state academic assessments under Title I.

Title III also holds each district or consortium serving LEP students accountable for making progress toward meeting the state AMAO. Districts and consortia are considered to have met Title III AMAO if all cohorts met:

- English language proficiency progress (AMAO 1);
- English language proficiency attainment goals (AMAO 2); and,
- The LEP subpopulation made AYP in reading, mathematics and participation under Title I. (AMAO 3)

All Kentucky districts and consortia are measured against the same AMAO goals, whether they are in the Title III program or not. Kentucky set its state targets or AMAO for progress and attainment of English language proficiency by cohorts of LEP students based on English language proficiency assessment results from the 2002-2003 base year. In consultation with educators of ELLs in Kentucky, cohorts of LEP students were defined based on:

1. their number of years of instruction in a U.S. school, and
2. whether they had Formal Schooling versus Limited or No Formal Schooling experience in their country of origin.

LEP students with formal schooling were placed into cohorts based on their number of years of instruction in a U.S. school and expected to attain English language proficiency in five years. LEP students with limited or no formal schooling were placed into cohorts based on their number of years of instruction in a U.S. school and expected to attain English language proficiency in seven years.

Cohorts

Protocol Used for the Determination of Cohorts

Step 1: Using the ACCESS test book data field "Length of Time in LEP/ELL Program", number of years, the value provided will be used in the charts below for the "# Years of Instruction in a U.S. School". This provides the cohort for the AMAO report.

English Language Proficiency Annual Measurable Achievement Objectives 2007-2008

Step 2: If information referenced in Step 1 was invalid or missing, the ACCESS test book data field “Date First Enrolled in a U.S. School” will be used to compute a number of years to be used in the charts below for “# Years of Instruction in a U.S. School”. This provides the cohort for the AMAO report.

When the two preceding steps do not produce a usable value for determining a cohort, the student will be placed in Cohort 1 (under two years in U.S. school).

Cohorts are used in two different tables based on the educational experience of the student.

Formal Schooling

Kentucky LEP students with formal schooling were placed into five cohort groups based on the number of years enrolled in an English language instructional program. Cohort 1 refers to students who have received less than two years of English language instruction up to Cohort 5 which refers to students who have received five or more years of English language instruction in or out of the district or consortium. All Kindergarten students will be placed in this grouping regardless of their country of origin.

Cohort	# Years of Instruction in a U.S. School
1	Less than 2
2	2 to less than 3
3	3 to less than 4
4	4 to less than 5
5	5 and over

The state’s goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in five years of English language instruction.

Limited or No Formal Schooling

Kentucky LEP students with limited or no formal schooling were placed into seven cohort groups based on the number of years enrolled in an English language instructional program. Cohort 1 refers to students who have received less than two years of English language instruction up to Cohort 7 which refers to students who have received seven or more years of English language instruction in or out of the district or consortium.

Cohort	# Years of Instruction in a U.S. School
1	Less than 2
2	2 to less than 3
3	3 to less than 4
4	4 to less than 5
5	5 to less than 6
6	6 to less than 7
7	7 and over

The state’s goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in seven years of English language instruction.

English Language Proficiency Annual Measurable Achievement Objectives 2007-2008

Progress Goal (AMAO 1)

The Progress goal (AMAO 1) focuses on the extent to which LEP students served by Title III in a state and a particular district or consortium are making progress in learning English.

Grade K

Kentucky LEP students in Kindergarten are not included in the progress computation. There are no prior year test results to make the comparison.

Grades 1-12

Kentucky LEP students in Grades 1-12 are assessed using ACCESS for ELLs.

The ACCESS test has levels Entering, Beginning, Developing, Expanding, and Bridging that maps well with the Kentucky Performance Levels of Beginning (B), Lower Intermediate (LI), Upper Intermediate (UI), Advanced (Ad), and Attained (At). The annual progress value (district, consortium or state) is the percentage of LEP students in each cohort who progressed by at least one performance level (e.g. B to LI).

2007-2008 Progress Protocol

Any LEP student in Grades 1-12 enrolled for the first time in a Kentucky school in 2007-2008 was not included in the progress calculations since he or she did not have a 2006-2007 Kentucky Performance Level.

Progress Credit -- The numerator of the computation is weighted by the number of Kentucky Performance Levels achieved by the student. Going from:

- Beginning to Lower Intermediate is a weight of 1
- Beginning to Upper Intermediate is a weight of 2
- Beginning to Advanced is a weight of 3
- Beginning to Attained is a weight of 4
- Lower Intermediate to Upper Intermediate is a weight of 1
- Lower Intermediate to Advanced is a weight of 2
- Lower Intermediate to Attained is a weight of 3
- Upper Intermediate to Advanced is a weight of 1
- Upper Intermediate to Attained is a weight of 2
- Advanced to Attained is a weight of 1

Progress for Kindergarten

All Kindergarten LEP students in 2007-2008 were not included in progress calculations since they did not have a 2006-2007 Kentucky Performance Level.

Progress for Grades 1-12

A LEP student was considered to have made progress when he or she gained one or more Kentucky Performance Level(s) (B, LI, UI, Ad, At) from 2006-2007 to 2007-2008.

English Language Proficiency Annual Measurable Achievement Objectives 2007-2008

Progress by Cohort

N Count for Progress by Cohort is the number of Grade 1-12 students with a Kentucky Performance Level in 2006-2007 and 2007-2008. Students tested for the first time in 2007-2008 and those students who for both years have tested at the Attained(At) level are not included. Progress can only be computed if both years of data are available.

The percentage of Progress for each cohort was computed by dividing the total number of LEP students in the cohort who made Progress (numerator) as weighted above in Progress Credit, by the Total Cohort N Count, less the First Timers and Attained (denominator).

Percentage (%) of Progress by Cohort = $\frac{\text{\# Progressed LEP Students weighted in Cohort}}{\text{Total Cohort N Count (less First Timers \& Attained students from both years)}}$
--

Sufficient Size of Cohort

A cohort with a total of 10 or more LEP students is considered to have Sufficient Size for accountability. A cohort with less than 10 students does not have Sufficient Size and is not judged against the state progress goal for that cohort. Therefore, the district, consortium or state does not have a Progress AMAO for that cohort.

N/A = Cohort without sufficient size 10 or more = Cohort with sufficient size
--

Confidence Intervals (CI)

The U.S. Department of Education (USDOE) allows construction of a confidence interval (CI) or error band around percentages of students. Confidence intervals are upper (high CI) and lower limits (low CI) that designate the statistical degree of confidence in the accountability measure. In this case, it is the percentage of Progress by Cohort based on the size (N Count) of the cohort. Confidence intervals are computed for all cohorts with N Count sizes of 10 or larger. Confidence intervals for student cohorts of *sufficient* size (10 or more students in the cohort) were constructed using a single sample *t*-test. The confidence interval provides a test for whether or not the observed “% Progress” is statistically, significantly different from the AMAO at the 99% confidence level.

Meeting the Progress AMAO

A district, consortium or state is considered to have MET the Progress AMAO for a cohort (“Y” for Yes) if the state “% Progress” AMAO 1 goal for that cohort is equal to or lower than the upper limit of the confidence interval (high CI%) for that cohort in the district, consortium or state.

English Language Proficiency Annual Measurable Achievement Objectives 2007-2008

For example:

The last page of this document displays the State Report. The Formal Schooling cohort goal for Cohort 3, shown here, is 59%. The actual percent progress was 96% for Cohort 3. The N Count (the number of students) for Cohort 3 is 892 and the high CI is 98. Since 98 is greater than the state Cohort 3 goal of 59%, the state meets Progress AMAO for Cohort 3, and a "Y" is displayed.

3
59%
892
96%(94,98)
Y

A district, consortium or state is considered to have NOT MET the progress AMAO for a cohort if their high CI is under the state 59% Progress AMAO (goal). Here is an example of a failing cohort. The CI of 51 is less than the goal of 59%.

5
59%
18
22%(0,51)
N

Attainment Goal (AMAO 2)

The Attainment Goal (AMAO 2) focuses on the extent to which LEP students served by Title III in a state and in their district or consortium are attaining proficiency in English.

Grades K-12

Kentucky LEP students in Grades K-12 who scored the Attained (At) level on the state English Language Proficiency Standards were considered to have "attained" English language proficiency when reaching level 5 or higher by taking a Tier B or Tier C test. The annual attainment (district, consortium or state) is the percentage of LEP students in each cohort who attained English language proficiency in 2007-2008.

A student who has reached the Attained (At) level will continue to be included in the district cohorts' attainment percentages until he or she is officially exited from LEP status according to district policy.

2007-2008 Attainment Protocol

Attainment by Cohort

The number of K-12 LEP students in a cohort with Kentucky Performance Levels in 2007-2008 determined the N Count for Attainment by cohort. Note that the N Count for Attainment may be different from the N Count for Progress for the same cohort. **The N Count for Attainment only includes all students tested this year,**

English Language Proficiency Annual Measurable Achievement Objectives 2007-2008

whereas the N Count for Progress only includes students who were tested in both 2006-2007 and 2007-2008.

The “% Attainment” for each cohort is computed by dividing the total number of K-12 LEP students in the cohort who are considered to have Attained (At) proficiency (numerator) by the total Cohort N count (denominator).

$$\text{Percentage (\%) of Attainment by Cohort} = \frac{\text{\# Attained LEP Students in Cohort}}{\text{Total Cohort N Count}}$$

Sufficient Size of Cohort

A cohort with a total of 10 or more LEP students is considered to have sufficient size for accountability. A cohort with less than 10 students does not have sufficient size and is not judged against the state attainment goal for that cohort. Therefore, the district, consortium or state does not have an Attainment AMAO for that cohort.

N/A = Cohort without sufficient size
10 or more = Cohort with sufficient size

Confidence Intervals (CI)

The USDOE allows construction of a confidence interval (CI) or error band around percentages of students. Confidence intervals are upper (high CI) and lower limits (low CI) that designate the statistical degree of confidence in the accountability measure (in this case, % Attainment by Cohort) based on the size (N) of the cohort. Confidence intervals are computed for all cohorts with N sizes of 10 or larger. Since N Counts for Attainment are typically larger than N Counts for Progress, their error band or confidence interval is smaller, and this decreases the range within which the Attainment AMAO is considered to have been met.

Confidence intervals for student cohorts of *sufficient size* (10 or more students in the cohort) were constructed using a single sample *t*-test. The confidence interval provides a test for whether or not the observed % Attainment is statistically, significantly different from the AMAO at the 99% confidence level.

Meeting the Attainment AMAO

A district, consortium or state is considered to have MET the Attainment AMAO for that cohort if the state “% Attainment” AMAO (goal) for that Cohort is equal to or lower than the upper limit (high CI%) of the confidence interval for that cohort.

For example:

The last page of this document displays the state report, and the Formal Schooling attainment cohort goal for Cohort 2, shown here, is 5%. The N size (the number of students) for Cohort 2 is 1393 and the high CI is 13. Since 13 is greater than the state Cohort 2 goal of 5%, the state met Attainment AMAO for Cohort 2, and a “Y” is displayed.

English Language Proficiency Annual Measurable Achievement Objectives 2007-2008

5%
1393
10%(8 ,13)
Y

A district, consortium or state is considered to have NOT MET attainment AMAO for a cohort if their high CI is under the state % Attainment AMAO (goal). The CI of 17 is less than the goal of 25%; an N shows that the cohort did not meet the goal.

25%
638
13%(10,17)
N

Adequate Yearly Progress(AYP) (AMAO 3)

The Adequate Yearly Progress(AYP) (AMAO 3) is based on whether the LEP subgroup in the state and in its district or consortium makes AYP in reading and mathematics, as defined by the state under section 1111(b)(2)(b) in Title I of ESEA.

Report Summary

There are five lines at the bottom of the AMAO report that summarize the results.

- Line 1 indicates whether the LEP students of district, consortium or state made AYP in reading, mathematics and participation under Title I. No means that they did not reach the desired level.
- Line 2 summarizes all of the Met Progress cohorts from both charts, if any are an N then this district, consortium or state has failed to make AMAO and No is displayed.
- Line 3 summarizes all of the Met Progress cohorts from both charts, if any are an N then this district, consortium or state has failed to make AMAO and No is displayed.
- Line 4 is an overall summation. Any No in the three lines above makes the district, consortium or state fail to reach AMAO and No is displayed. Yes indicates that the district, consortium or state has made all of the AMAO goals.
- Line 5 indicates whether the district or consortium needs to notify the parents. No indicates that no parent notification letter needs to be distributed. Yes indicates that a parent notification letter needs to be distributed because of the district or consortium's failure to reach the Overall Title III AMAO goal.

State MET 2007-2008 LEP AYP
State MET 2007-2008 Title III AMAO for Progress
State MET 2007-2008 Title III AMAO for Attainment
State MET 2007-2008 OVERALL Title III AMAO
Parent Notification Required:

No
Yes
No
No
Yes

**English Language Proficiency
Annual Measurable Achievement Objectives
2007-2008**

English Language Proficiency Annual Measurable Achievement Objectives 2007-2008



Title III English Language Proficiency Annual Measurable Achievement Objectives (AMAO)

2007 - 2008
State Report

K-12 LEP Students with Formal Schooling

Annual Measurable Achievement Objectives	Cohorts: Years of Instruction					ALL
	1	2	3	4	5	
State Progress Goal	59%	59%	59%	59%	59%	
Cohort N	3224	1264	892	560	18	6720
% Progress (low CI, high CI)	100%(**, **)	100%(**, **)	96%(94, 98)	100%(**, **)	22%(0, 51)	
Met Progress AMAO	Y	Y	Y	Y	N	
State Attainment Goal	0%	5%	17%	25%	53%	
Cohort N	6547	1393	990	638	892	10460
% Attainment (low CI, high CI)	3%(3, 4)	10%(8, 13)	12%(9, 15)	13%(10, 17)	10%(8, 13)	6%
Met Attainment AMAO	Y	Y	N	N	N	

1-12 LEP Students with Limited or No Formal Schooling

Annual Measurable Achievement Objectives	Cohorts: Years of Instruction							ALL
	1	2	3	4	5	6	7	
State Progress Goal	50%	50%	50%	50%	50%	50%	50%	
Cohort N	104	38	27	11	7	1	1	189
% Progress (low CI, high CI)	37%(24, 50)	87%(72, 100)	74%(50, 98)	100%(**, **)	n/a	n/a	n/a	57%
Met Progress AMAO	Y	Y	Y	Y	N/A	N/A	N/A	
State Attainment Goal	0%	0%	0%	0%	0%	50%	50%	
Cohort N	189	43	35	12	7	1	3	290
% Attainment (low CI, high CI)	4%(0, 7)	12%(0, 25)	23%(3, 43)	17%(0, 52)	n/a	n/a	n/a	9%
Met Attainment AMAO	Y	Y	Y	Y	N/A	N/A	N/A	

Notes apply to both tables: Not meeting AMAOs for one or more cohorts for progress or attainment is considered not having met AMAOs for the State.
 ** Confidence Level is not computed when Progress Percent is 100. Progress levels achieved may be a higher count than the number of students participating; Progress Percent is limited to 100.

State MET 2007-2008 LEP AYP
 State MET 2007-2008 Title III AMAO for Progress
 State MET 2007-2008 Title III AMAO for Attainment
 State MET 2007-2008 OVERALL Title III AMAO
 Parent Notification Required:

No
Yes
No
No
Yes